

# Forest Heights Elementary

2500 Blue Ridge Terrace

Columbia, S. C. 29023

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	498 Students	
<b>Principal</b>	Dr. Cynthia Cash-Greene	803-691-3780
<b>Superintendent</b>	Dr. Allen J. Coles	803-231-7500
<b>Board Chair</b>	Dr. Jasper Salmond	803-231-7556

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	7	46	71	15

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Below Average	Yes
<b>2005</b>	Average	Unsatisfactory	Yes

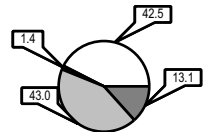
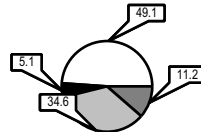
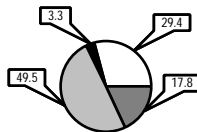
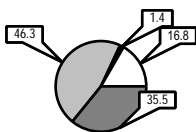
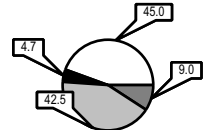
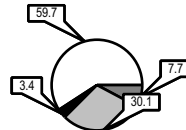
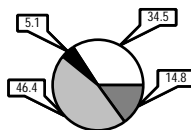
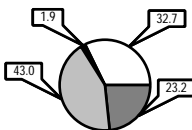
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	244	100.0	16.8	46.3	35.5	1.4	44.4	Yes	Yes
<b>Gender</b>									
Male	131	100.0	21.1	49.1	29.8	0.0	36.0		
Female	113	100.0	12.0	43.0	42.0	3.0	54.0		
<b>Racial/Ethnic Group</b>									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	234	100.0	16.4	46.4	35.7	1.4	44.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	210	100.0	15.1	47.0	36.2	1.6	48.6		
Disabled	34	100.0	27.6	41.4	31.0	0.0	17.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	244	100.0	16.8	46.3	35.5	1.4	44.4		
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	240	100.0	17.0	46.2	35.4	1.4	44.3		
<b>Socio-Economic Status</b>									
Subsidized meals	210	100.0	18.1	47.3	33.0	1.6	42.9	Yes	Yes
Full-pay meals	34	100.0	9.4	40.6	50.0	0.0	53.1		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	244	100.0	29.4	49.5	17.8	3.3	37.4	Yes	Yes
<b>Gender</b>									
Male	131	100.0	31.6	50.9	14.0	3.5	33.3		
Female	113	100.0	27.0	48.0	22.0	3.0	42.0		
<b>Racial/Ethnic Group</b>									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	234	100.0	29.5	49.8	17.9	2.9	37.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	210	100.0	26.5	50.3	19.5	3.8	41.1		
Disabled	34	100.0	48.3	44.8	6.9	0.0	13.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	244	100.0	29.4	49.5	17.8	3.3	37.4		
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	240	100.0	29.7	49.5	17.5	3.3	36.8		
<b>Socio-Economic Status</b>									
Subsidized meals	210	100.0	30.2	49.5	17.6	2.7	36.8	Yes	Yes
Full-pay meals	34	100.0	25.0	50.0	18.8	6.3	40.6		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	244	100.0	49.1	34.6	11.2	5.1	16.4
<b>Gender</b>							
Male	131	100.0	51.8	34.2	10.5	3.5	14.0
Female	113	100.0	46.0	35.0	12.0	7.0	19.0
<b>Racial/Ethnic Group</b>							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	234	100.0	48.8	34.8	11.6	4.8	16.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	210	100.0	45.4	36.8	12.4	5.4	17.8
Disabled	34	100.0	72.4	20.7	3.4	3.4	6.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	244	100.0	49.1	34.6	11.2	5.1	16.4
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	240	100.0	49.1	34.4	11.3	5.2	16.5
<b>Socio-Economic Status</b>							
Subsidized meals	210	100.0	51.1	32.4	11.5	4.9	16.5
Full-pay meals	34	100.0	37.5	46.9	9.4	6.3	15.6

<b>Social Studies</b>							
All Students	244	100.0	42.5	43.0	13.1	1.4	14.5
<b>Gender</b>							
Male	131	100.0	50.0	36.0	11.4	2.6	14.0
Female	113	100.0	34.0	51.0	15.0	0.0	15.0
<b>Racial/Ethnic Group</b>							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	234	100.0	42.0	43.5	13.0	1.4	14.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	210	100.0	38.9	44.9	14.6	1.6	16.2
Disabled	34	100.0	65.5	31.0	3.4	0.0	3.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	244	100.0	42.5	43.0	13.1	1.4	14.5
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	240	100.0	42.5	42.9	13.2	1.4	14.6
<b>Socio-Economic Status</b>							
Subsidized meals	210	100.0	45.1	40.7	13.2	1.1	14.3
Full-pay meals	34	100.0	28.1	56.3	12.5	3.1	15.6

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	86	100.0	15.5	45.2	36.9	2.4	39.3
	4	99	100.0	20.4	53.8	24.7	1.1	25.8
	5	116	100.0	41.1	48.2	10.7	N/A	10.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	76	100.0	7.5	28.4	62.7	1.5	64.2
	4	78	100.0	22.7	54.5	21.2	1.5	22.7
	5	90	100.0	20.0	55.0	23.8	1.3	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	86	100.0	36.9	54.8	7.1	1.2	8.3
	4	99	100.0	28.0	47.3	16.1	8.6	24.7
	5	116	100.0	46.4	38.4	10.7	4.5	15.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	76	100.0	22.4	61.2	16.4	0.0	16.4
	4	78	100.0	40.9	40.9	18.2	0.0	18.2
	5	90	100.0	26.3	47.5	17.5	8.8	26.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	76	100.0	31.3	49.3	17.9	1.5	19.4
	4	78	100.0	50.0	28.8	12.1	9.1	21.2
	5	90	100.0	62.5	27.5	5.0	5.0	10.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	76	100.0	22.4	49.3	25.4	3.0	28.4
	4	78	100.0	39.4	47.0	13.6	0.0	13.6
	5	90	100.0	61.3	35.0	2.5	1.3	3.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 498)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 81.3%	100.0%	100.0%
Retention rate	3.3%	Up from 2.5%	3.9%	3.0%
Attendance rate	97.1%	Up from 95.9%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.2%	Down from 6.6%	6.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.7%	Down from 5.0%	5.3%	3.2%
Eligible for gifted and talented	6.7%	Down from 8.8%	4.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.0%	Down from 5.2%	8.0%	8.2%
Older than usual for grade	0.4%	Down from 0.7%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 40)</b>				
Teachers with advanced degrees	45.0%	Down from 53.3%	50.0%	52.6%
Continuing contract teachers	70.0%	Up from 57.8%	76.0%	83.3%
Highly qualified teachers	87.2%	Up from 86.8%	92.3%	93.5%
Teachers with emergency or provisional certificates	6.9%	Up from 3.1%	2.6%	0.0%
Teachers returning from previous year	76.8%	N/A	83.4%	87.0%
Teacher attendance rate	93.6%	Down from 93.7%	94.9%	95.0%
Average teacher salary	\$41,373	Up 8.1%	\$40,404	\$41,703
Prof. development days/teacher	8.8 days	Up from 8.5 days	13.8 days	12.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 20.4 to 1	16.6 to 1	18.8 to 1
Prime instructional time	89.9%	Up from 88.9%	88.8%	89.8%
Dollars spent per pupil*	\$6,080	Up 10.5%	\$7,363	\$6,242
Percent of expenditures for teacher salaries*	72.1%	Down from 74.0%	63.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	92.2%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Forest Heights Elementary is located in the northern section of Columbia and is the only year-round school in the Midlands. The overall academic rating for student performance was an average absolute rating and below average for school improvement.

Instructionally, the staff has embarked upon initiating innovative strategies to foster growth of all students. The ultimate goal is to increase the improvement level of all students performing at below basic and to increase the performance level of students performing at the basic and proficient levels. This year, Forest Heights has been recognized by the National Association of Year Round Education and was awarded the National School of Merit award. The school has been declared a NASA Explorer School for the next three years. Recently, the school received the Green Step award for its environmental initiatives, sponsored by Keep The Midlands Beautiful and SONOCO/Paper Stock Dealers.

PACT results show Forest Heights as one of 56 schools rated as average at the end of the 2004 school year. Forest Heights has reduced the number of students scoring in the below basic status by a total of 27%, while students scoring proficient and advanced increased by 20%. The total number of students in grades 3-5 scoring proficient and advanced in English/Language Arts increased from 54% in 2003 to 76% in 2004, while the number scoring proficient and advanced in math increased from 45% in 2003 to 48% in 2004.

The school continues to enhance the quality of life and the educational awareness of the students through staff development and the intersessions. The year-round concept has provided extensive opportunities for continued learning with small breaks, as well as exposing the children to a variety of experiences. Five students were recognized by the S.C. Academy of Science MESAS Contest.

Faith-based partners who have provided a wealth of support are Temple Zion Baptist, Christ Lutheran Church, Emmanuel Church of Our Jesus Christ, Little Zion Baptist and Haskell Heights Baptist. Other business partners include The Cooperative Ministry and DESA Construction.

Dr. Cynthia Cash-Greene, Principal  
Mary Priester-Clark, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	38	88	61
Percent satisfied with learning environment	60.5%	84.3%	84.7%
Percent satisfied with social and physical environment	78.4%	81.0%	89.8%
Percent satisfied with school-home relations	44.7%	84.5%	85.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.